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scriptions, and other material. The Boys' High School, Brooklyn, has its publication, *Forum Latinum*. Vol. III, No. 2, dated November, 1921, has an English article on the Roman School, the rest being in Latin. The drawings are not above criticism. The same is true of those in Vol. III, No. 3 (December, 1921), which also contains a mixture of Latin and English.

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EVAN T. SAGE

A REPORT OF PROGRESS IN A NUMBER OF SPECIAL PROJECTS CONNECTED WITH THE CLASSICAL INVESTIGATION

In a previous article, entitled *The Testing-Program Involved in the Latin Investigation Now Under Way*, THE CLASSICAL WEEKLY 15.41-43, the portion of the Investigation which involves the giving of a series of tests and the measurement of progress based upon the results was described in detail.

Many other phases of the Investigation are now well under way, under the direction of various Institutions and individual teachers. In the Preliminary Report submitted by the Special Investigators the statement was made that only through the cooperation of large numbers of men and women in the fields of Education and of Latin could the Committee hope to carry out any considerable part of its program. That this cooperation has been forthcoming is indicated clearly by the outline of projects given in the present article. We take occasion now to express the keen appreciation of the Advisory Committee and of the Special Investigating Committee of the very generous cooperation which has been vouchsafed.

The following projects are now launched, and the Committee is confident that the great majority of them will be brought to a successful culmination.

(1) A cooperative study to determine, on the basis of frequency and rank, the 25,000 most important English words, under the direction of Professor Edward L. Thorndike and Miss Ethel Newcomb, of the Institute of Educational Research, Teachers College, Columbia University, with the cooperation of 200 teachers of Latin, working in groups in New York State, Philadelphia, Boston, Topeka (Kansas), and Richmond (Kentucky). The cooperating teachers have been organized by Dr. Clyde R. Jeffords, Newtown High School, New York City, Dr. Arthur W. Howes, Central High School, Philadelphia, Dr. Albert S. Perkins, Dorchester High School, Boston, Mr. Wren J. Grinstead, Kentucky State Normal School, Richmond, Kentucky, and Miss Laura L. Ewing, High School, Topeka, Kansas. About 20 other teachers are collaborating individually in other parts of the country.

(2) A cooperative study involving the collection, study, analysis, and organization for teaching purposes of Latin words and phrases found in contemporary English reading, conducted by Miss Lou V. Walker, Graduate Student in the Department of Latin, University of Wisconsin, with the cooperation of 125 teachers, under the general direction of Professor M. S. Slaughter, Department of Latin, and Professor V. A. C.

Henmon, Department of Education, University of Wisconsin.

(3) A cooperative study involving the collection, analysis, and organization for teaching purposes of the classical ideas and allusions in such contemporary English reading as falls within the range of the High School student, conducted by Miss Ruth B. King and Miss Margaret Bunyan, Graduate Students in the Department of Latin, University of Wisconsin, with the cooperation of 100 Latin teachers, under the direction of Professor Frances E. Sabin, University of Wisconsin.

(4) A cooperative study to result in the construction of a classical lexicon with English derivatives based upon an etymological analysis of the New Oxford (Murray's) English Dictionary, by twenty-five Latin teachers in and near Chicago, under the leadership of Mr. A. W. Smalley, Graduate Student in the University of Chicago, Hyde Park High School, with the assistance of Professors Beeson, Bonner, and Buck, University of Chicago.

(5) An analysis by five thousands of the 25,000 most important English words (see 1, above), by Mr. Edward Y. Lindsay, Miss Belle Coulter, and three others yet to be assigned, Graduate Students in the Departments of Education and Latin, under the joint direction of Dean H. Lester Smith, School of Education, and Professor S. E. Stout, Department of Latin, Indiana University.

(6) A series of studies connected with the teaching of English spelling through Latin, by Mr. W. L. Cox, Graduate Student in the Department of Education, Ohio State University, under the direction of Professor B. R. Buckingham, Bureau of Educational Research, College of Education, Ohio State University, as follows:

(a) The construction of a series of four tests to measure growth in the ability of High School pupils to spell English words of Latin derivation.

(b) The conduct of spelling-tests in a number of Schools throughout the country to determine the relative rate of progress in ability to spell, made by Latin and non-Latin pupils, and to determine the most effective methods by which Latin can be made an instrument in the teaching of English spelling, by an analysis of the content and methods employed in the Schools making the greatest gain.

(c) A controlled experiment in a few selected Schools in and near Columbus for the explicit purpose of determining the most effective methods in using Latin to assist English spelling.

(d) Contemporaneously a study to determine those English words to the spelling of which a knowledge of Latin can furnish aid, and, as a complement of this study, the determination of the Latin words the capacity of which for assisting in English spelling is the greatest.

(7) The construction and administration of tests for the purpose of measuring the effect of the study of Vergil upon the development of literary appreciation, and a determination of those methods of teaching Vergil which have proved most effective in cultivating this appreciation, by Miss Barbara M. Hahn, Central High School, Springfield, Mass., under the direction of Professor Allan Abbott, of the Department of English, Teachers College, Columbia University.

(8) An experiment to establish by prognostic tests, checked and controlled by progress tests, whether it is possible to predict the success or the failure of pupils electing Latin as the foreign language, and thus to decrease by a wise selection the percentage of mortality in the first term of the subject, conducted by the Latin Department of the Boys' High School, Brooklyn, New York, with the counsel and assistance of Professor Thomas H. Briggs, Teachers College, Columbia University. The tests themselves are being worked out by Mr. W. S. Allen, Graduate Student in Teachers College.

(9) A study based upon controlled experiments for the purpose of determining the most effective method of teaching in connection with Latin a knowledge of less familiar words derived from Latin, and in particular to determine the extent to which there may be expected an automatic transfer of the facts learned in Latin to a knowledge of English derivatives. The study is being made by Mr. A. A. Hamblen, Graduate Student in the Department of Education, University of Pennsylvania, under the direction of Professor Arthur J. Jones, Department of Education, University of Pennsylvania.

(10) A study based upon a controlled experiment for the purpose of determining the most effective method of teaching a knowledge of less familiar words derived from Latin in connection with the regular work in English, and in particular to determine to what extent a study of word-analysis and of Latin roots, prefixes, and suffixes is of value for this purpose, and the best methods of presenting this material to non-Latin pupils. This study is being conducted by Mr. R. I. Haskell, Graduate Student in the Department of Education, University of Pennsylvania, under the direction of Professor Arthur J. Jones.

(11) The construction of tests in Latin inflections, by Miss Caroline Tyler, Graduate Student in the Department of Education, Ohio State University, under the direction of Professor Sidney L. Pressey, Department of Psychology.

(12) The construction of tests in Latin composition, by Miss Edith R. Godsey, Graduate Student in the Department of Latin, University of Kansas, under the direction of Professor Arthur T. Walker, Department of Latin, and Professor F. J. Kelly, Department of Education.

(13) The construction of a Latin comprehension test, by Professor Wren J. Grinstead, Kentucky State Normal School, Richmond, Kentucky.

(14) The construction, under the direction of Professor Thomas J. Kirby, Department of Education, and Professor B. L. Ullman, Department of Latin, State University of Iowa, of tests to measure the ability of Latin pupils to get the thought from Latin sentences and paragraphs without the additional problem of translation.

(15) The construction of a Latin sentence test, by Professor Evan T. Sage, Department of Latin, University of Pittsburgh.

(16) A study, under the direction of Dr. L. L. Thurstone, Department of Psychology, Carnegie

Institute of Technology, to determine the effect of the study of Latin upon growth in reasoning power, as measured by tests based upon graded passages of English prose of considerable difficulty dealing with socially significant data, the result to be measured both quantitatively and qualitatively.

(17) A study, under the direction of Dr. W. W. Charters, Department of Educational Research, Carnegie Institute of Technology, of grammatical errors found in English compositions and English grammar tests written by High School pupils. The purpose is to determine to what extent these errors involve principles which are involved also in an understanding of the elements of Latin grammar.

(18) A study, under the direction of Professor B. L. Ullman, Department of Latin, and Professor Thomas J. Kirby, Department of Education, State University of Iowa, to determine by controlled experiments what content and what method in the teaching of Latin can be made to contribute most effectively to a knowledge of the principles of English grammar and to correct expression in English.

(19) The construction, under the direction of Professor S. B. Davis, Department of Education, and Professor Evan T. Sage, Department of Latin, University of Pittsburgh, of a test to measure the extent to which Latin pupils studying Caesar and Cicero understand the larger historical implications involved in the course.

(20) A study, under the direction of Professor V. A. C. Henmon, School of Education, University of Wisconsin, based upon controlled experiments for the purpose of determining the most effective methods of making a knowledge of Latin contribute to the mastery of French.

(21) A study, under the direction of Professor V. A. C. Henmon, to determine the most common French words the learning of which will best be assisted by a knowledge of related Latin words, and, as a complement of this study, the determination of the Latin words the potential capacity of which to assist in the mastery of a French vocabulary is greatest.

(22) The construction, under the direction of Professor S. A. Leonard, Department of English, University of Wisconsin, of a translation-scale for the use of Latin teachers in rating the quality of oral and written translations, the scale to be accompanied by explanatory notes and comments on typical problems presented in translating the passages included.

(23) A study, by Mr. Dorrance S. White, with the cooperation of the teachers of Minneapolis, of certain features of the Brown Latin Sentence Test used in the survey of the Schools of New Hampshire. This study involves a rating of 500 test papers to determine the correlation between Mr. Brown's published scores, which were based upon the Latin sentence as a unit, and scores to be secured on the basis of partial credits.

(24) The construction of a score-card to be used in securing from a large number of qualified Latin teachers throughout the country their opinion as to the relative importance year by year of the 26 objectives published in Section B of the Preliminary

Report of the Investigating Committee (see The Classical Journal 17.22-25 [October, 1921]). This score-card is being prepared by a Committee of The New York Classical Club, Dr. Barclay W. Bradley, College of the City of New York, Chairman.

(25) A study involving the construction of a test to be used in measuring the effect of the study of Latin upon the development of certain ideals, such as patriotism, fidelity, social service, selfsacrifice, or, in other words, the "emotional attitudes of pupils toward social situations". This study is being developed by a Committee of The New York Classical Club, Dr. Barclay W. Bradley, College of the City of New York, Chairman.

(26) A study, conducted by Mr. Warren B. Rodney, Graduate Student in the Department of Education, University of Rochester, under the supervision of Dr. L. A. Peckstein, Department of Education, of the 10,000 words in Thorndike's Teacher's Word Book, to determine the Latin words which interpret the largest number of words in this list, and the relative proportion of Latin, Greek, and Anglo-Saxon words among these 10,000. This study is in a large measure a deliberate duplication of No. 5 above, to secure a check on that study.

(27) A study, under the direction of Professor S. E. Stout, of Indiana University, to determine at what point in the list of Latin derivatives contained in the 10,000 words of Thorndike's Teacher's Word Book it may be reasonably assumed that pupils beginning Latin are familiar with the majority of words up to that point and unfamiliar with the majority of words after that point.

(28) A study, under the direction of Dr. W. W. Charters, Carnegie Institute of Technology, Pittsburgh, to determine through group-interviews the best opinions of experienced teachers as to the most effective methods for developing in pupils the various mental traits commonly ascribed to the study of Latin.

(29) A diagnostic analysis of the answer papers in Latin II, III, and IV given by the Regents of New York State. This is under the direction of Mr. S. Dwight Arms, State Department of Education, New York State, Mr. Elmer E. Bogart, Principal, Morris High School, New York City, and Mr. J. C. Morrison, State Department of Education, New York.

(30) A study, conducted by Professor Alexander J. Inglis, of Harvard University, designed to measure the effect of the study of Latin upon work done by first-year pupils in other subjects, similar to the Mathematics experiment conducted by Mr. Marsh, and described in Educational Administration and Supervision, for November, 1921, pages 458 ff.

(31) A study, carried on under the direction of Professor M. V. O'Shea, of the University of Wisconsin, to determine the extent to which graduates of Colleges have since graduation made use of their knowledge of Latin for professional purposes or for personal enjoyment.

(32) A similar study, carried on under the direction of Professor M. V. O'Shea, with regard to High School graduates.

(33) A study, carried on directly by the Special Investigators, to determine the percentage of Latin pupils who presumably will at some time during their High School course study each of the following subjects: French, Spanish, German, Biology, Physics, Chemistry, General Science, Geography or Physiology, Mathematics, Music, and Commercial Subjects.

(34) A study, conducted by Professor Frances E. Sabin and Professor W. L. Uhl, University of Wisconsin, to determine the relative amounts of time spent in the preparation of lessons in Latin and in the preparation of lessons in other subjects of the curriculum.

(35) An analysis of typical examination papers (question papers) secured by random sampling from Schools of all types in all parts of the country. The purpose is to determine the relative importance attached by teachers to the various immediate and ultimate objectives.

(36) A study, directed by Dr. M. B. Hillegas, Teachers College, Columbia University, to determine the standard of English used in translating the Latin passages in the examinations of the College Entrance Board and in the Regents' examinations of New York State.

(37) A study, at present under the direction of the Special Investigators, to determine the relative interest of pupils in the various authors read in High School and the relative emphasis given in the classroom to the various elements of the Latin work.

(38) A study, at present carried on by the Special Investigators, of the courses in the training of teachers now offered in Colleges and Normal Schools.

(39) A study, at present limited to Iowa State University, under the direction of President Jessup, to determine the effect of the previous study of Latin upon the mastery of modern foreign languages in College.

Special Investigating Committee

W. L. CARR

MASON D. GRAY

W. V. McDUFFIE

ANDREW F. WEST,

Chairman.

THE TESTING OF EDUCATIONAL VALUES

The extensive program undertaken by the American Classical League to enlist Schools the country over in formal tests of the educational value of the study of Latin is bringing this whole subject more sharply than ever before to the attention of teachers of the Classics.

In view of the fact that this Investigation is just in its inception, it is, to say the least, surprising and unfortunate that one of the chief investigators should seem to attempt to prejudice the whole case, as has